

Black Studies Across America  
Borough of Manhattan Community College (BMCC)  
City University of New York (CUNY)  
Argentina 2 Group

# RESOURCE BOOK



A printable resource  
booklet with  
clickable links!  
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instantly!

# A NOTE FROM THE AUTHORS



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Dear educator/community organizer,

We are so happy that you chose this resource! We hope that you take these lessons, activities, and additional resources and use them in a way that benefits you, your students or whatever learning community to which you belong.

Many countries around the world collect data in order to write policies, allocate resources to various sectors of society, and make decisions that impact marginalized communities. The lessons in this booklet build upon one another and aim to bring an awareness to the use of the census and its impact on persons of African descent in Argentina.

This resource is a beginning, an addition to the teacher's or community organizer's toolkit. The layout of the booklet is as follows:

- an *overview* of the lesson and possible suggestions for implementation
- an activity to stimulate engagement in the subject matter (*pre-lesson activity*)
- the *lesson* and with suggestions for implementation
- a *post lesson* activity-this is an activity to help close a lesson and an opportunity to apply concepts learned
- a *notes/ideas* page-to write down any notes or ideas that you may have as you plan
- *lesson plan* template page-to use for drafting your version of the lesson
- *supplemental* resource page-these are available as clickable links!

Make these lessons your own! Every context is different. Take what is offered here and adjust it to meet the needs of your community. Please let us know if you found these resources helpful! Our profiles can be found on <https://openlab.bmcc.cuny.edu>. We'd love to hear from you!

*The Argentina 2 Group*

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# SECTION *Lesson* ONE

# SECTION ONE

lesson

## WHAT IS A CENSUS?

### OVERVIEW

This lesson seeks to provide an overview and foundation on the census as a tool used by governments around the world. Students will learn the history of the census in the United States and Argentina.

Students are invited to begin thinking about the impact of the census data once it is collected. How does census data translate into resources or a lack thereof especially for marginalized groups?

To start there is a video on the *History of Census and Census-Taking Around the World* (in addition to several other videos-clickable links on the next page). Watch this video and take notes. Then come up with 3-5 questions that will serve as the basis for helping students understand the history of the census around the world.

Next there are two videos that deal with the census in the United States context. When comparing and contrasting two things it can help build a deeper understanding of a concept. The United States is the country where the authors of this booklet reside so we offer it here as a starting point. We suggest repeating the same process of watching the videos, taking notes, and writing questions to fit your given context. These questions will serve as the basis for helping students understand the census in the United States and Argentina.

Finally, the video *Argentina 2010 Census-Successful or Not?*, is a good beginning to understanding what some people in Argentina thought of the 2010 census. Supporting articles and other materials are listed in the lesson and on the *supplemental resources page* after the *post lesson activity*.

To prepare students to engage there is a brainstorm activity. It is called, "*What Do I Know About the Census?*" The purpose of this activity is to activate any prior knowledge students or the community may already have regarding the census. This process is often referred to as *activating prior knowledge*. It helps prepare students to engage in the topic and assists them in tapping into what they already know about a topic. There are various ways to employ such an activity. One way the instructor may use this is by having people work independently for a specified amount of time (i.e. 15 minutes and set a timer). Another way this exercise could be used is to have people work in groups and make it a little competitive by offering prize.

What follows after is the lesson. There are clickable links throughout which will take you directly to the resource. There is a diagram on the lesson page which gives offers a visual of how to structure the lesson with the three objectives.

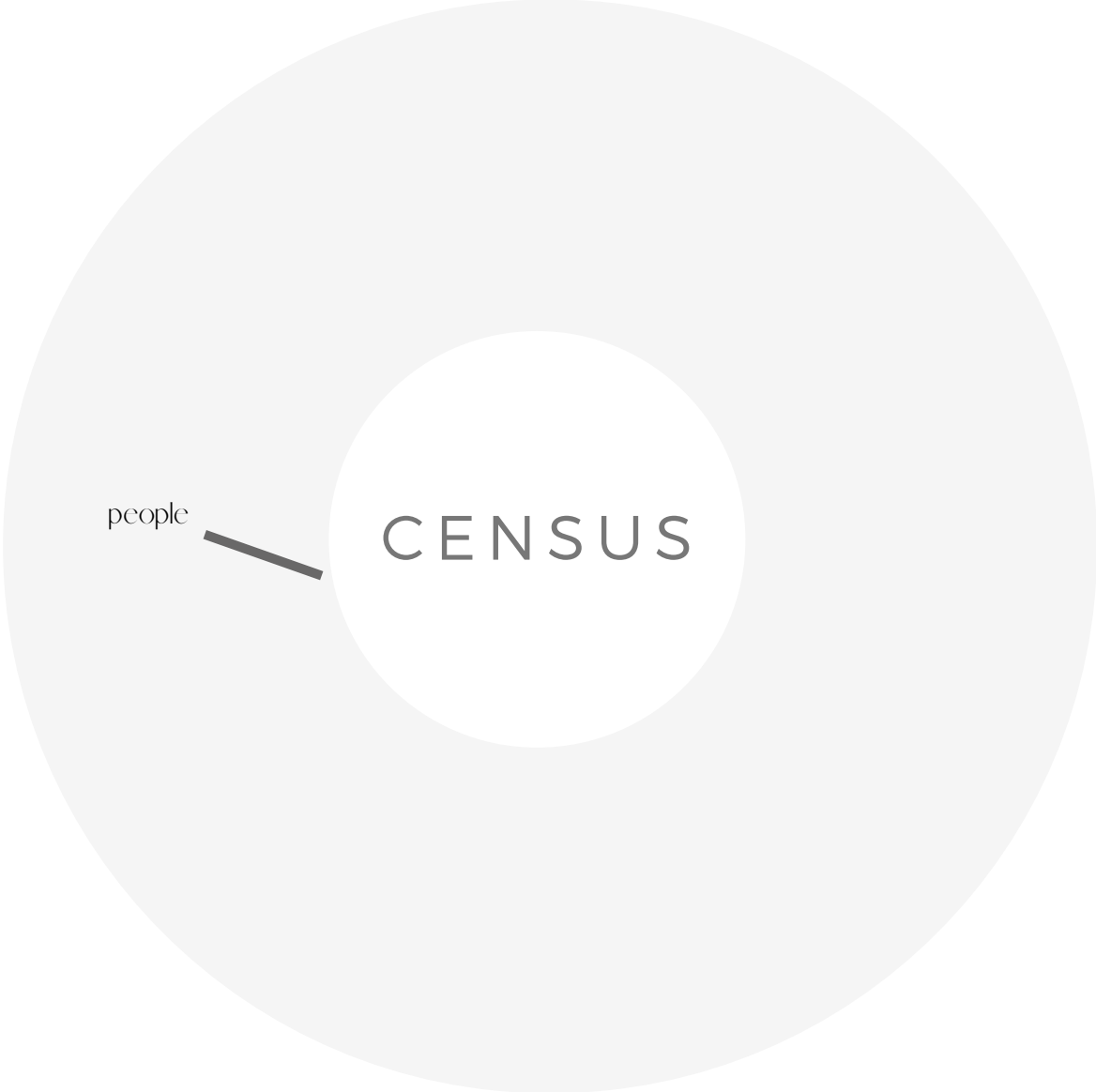
The post lesson activity invites learners to utilize census data to find information. We offer here the U.S. census and have links to the Argentina census.

# WHAT DO I KNOW ABOUT THE CENSUS?

PRE LESSON ACTIVITY



**STUDENT INSTRUCTIONS:** Write down as many words and ideas that come to mind as you think of the word "CENSUS." Please see the example below.



# WHAT IS A CENSUS?

## LESSON ONE

### Objectives:

- 1) understand what a census is and be able to describe it in their own words
- 2) articulate the history of census taking around the world
- 3) describe the general structure of the census (i.e. United States and Argentina)

\*The instructor watches these videos in preparation and at the time of the lesson presents each video as transition into the next objective.



[History of the Census and Census-Taking Around the World](#)



[A Brief History of The Census 1790-2020](#)



[What's the U.S. Census + Why's it SO Important](#)

### Census

What is a census? A census is a tool. It is a way to count the number of people that are in country. "...an official count or survey of a population, typically recording various details of individuals." (www.dictionary.com) Another term that you might here in conjunction with the census is demography. *Demography* is the, "...study of statistics, such as births, deaths and income, or the incidence of disease, which illustrate the changing structure of human populations." (www.dictionary.com)

### Open with Brainstorm Activity

Objective 1

Objective 2

Objective 3

Video

Video

Video

Discussion

Discussion

Discussion

Answer questions,  
summarize & transition

Answer questions ,  
summarize & transition

Answer questions ,  
summarize & close

Close with locating data on a census activity

# LOCATING CENSUS DATA

## POST LESSON ACTIVITY



**TEACHER INSTRUCTIONS:** In preparation please find the link to the most recent United States Census (2020). In addition, located in the resources section is the website where data for the 2010 Argentina census can be found. The purpose of this activity is to familiarize students and community members with reading and understanding what the numbers mean. Ideally, you would choose a category like "marital status" and have students find out how many people reported as single, married, divorced for the census. The objective is to choose categories that would be meaningful to the students and then have them locate those categories in the census (both the US census and the Argentina census). This would be a good activity where students can be divided into groups and locate different types of data and report back to the whole class.

### United States Census (2020) Questionnaire



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# Lesson Plan

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**INSTRUCTIONS:** Every context is different. Utilize this lesson plan template to draft a version of the lesson that fits your context.

**OBJECTIVE(S):**

**SUMMARY OF TASKS/ACTION PLAN:**

**MATERIALS/EQUIPMENT**

**REFERENCES**

**HOMEWORK/TASKS**

**FEEDBACK**







**Websites**

[Population Reference Bureau](#)

[INDEC: Instituto Nacional de Estadísticas y Censos \(Republica Argentina\)](#)

**Articles**

[Census Data Quality](#)

[A Short History of Census Taking](#)

[My Resistance is to Live](#)

**Film/Video**

[The Census in U.S. History](#)

[Argentina 2010 Census-Successful or Not?](#)

**NOTES**

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A photograph of the Washington Monument in Washington, D.C., taken from a street-level perspective looking down the road towards the monument. The monument is the central focus, a tall, white, obelisk-shaped structure. The sky is a soft, warm orange and yellow, indicating sunset or sunrise. On either side of the road are multi-story buildings with classical architectural features and lush green trees. In the foreground, a white bus is driving away on the right, and a yellow and green bus is stopped on the left. The road has white crosswalk markings and a dashed center line.

**SECTION**  
*Lesson*  
**TWO**

# SECTION TWO

lesson

## IDENTITY & THE DIGITAL AGE

### OVERVIEW

The goal of this lesson is to raise awareness and develop a deeper understanding about *identity*, particularly in African/Black identity in Argentina. Students are invited to reflect on identity and how our various identities can impact us. How do we see ourselves? How do others see us? These questions lead students to consider what it means to be Black and Argentinian.

Identity is challenging. Wherever people of the Black Diaspora are in the world their identity is always in question. One's proximity to "Blackness" to Africa will either open or close doors of opportunity.

There are two options for the pre-lesson activity on Identity and the Black Diaspora. The first involves poetry. This link ([Poems on Afro Latinidad](#)) will take you to several poems (videos) on identity written and recited by young adults who identify as part of the Black/Afro Latin diaspora. The purpose of this activity is to get students to reflect on how they identify themselves, where these identities come from and how they may be identified by others (i.e. friends, people on the street, institutions). This activity can be done as an individual activity or you may divide students into groups and have each group listen to a different poem and report back to the class.

The second option involves utilizing activities developed by Modern Campus. This link contains seven activities that encourage students to think and discuss issues related to identity and privilege. These activities can be found here [Identity and Privilege](#).

The momentum of the pre-lesson activity will ideally assist the discussion on identity. After walking students through this portion of the lesson close with asking students how they see their avowed and ascribed identities impacting their lives today. This is the transition into part two of the lesson.

The next section asks students to engage with scholarly material related to the topic of Afro-Argentines and Blackness. Have students read selected sections and identify terms and or categories used in reference to descendants of Africans in Argentina. Students will answer a series of questions that should generate more discussion. You, the instructor, may also want to have additional questions.

The post lesson activity allows for some creativity on the part of the student. It asks students to reflect and to imagine, reimagine or redefine terms used to refer to or describe Afro-Argentines. Then it pushes them to take it a step further and consider what inventing new terminology or redefining old terms could mean for Afro-Argentines and perhaps the census?

# CURRENT POEMS ON AFRO-LATINIDAD

## PRE-LESSON ACTIVITY: REFLECTION & REACTIONS



**INSTRUCTIONS:** As you watch and listen to the poem when you hear a word, phrase or line that resonates with you write it down. You may write down as much or little as you wish. Then write you reactions to the words, phrases or lines that you have written down. If possible watch/listen to the poem a second time. Be prepared to share your reactions.

### Reflection

The poet said....

### Reaction

And I thought....

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# IDENTITY AND AFRO-ARGENTINA

## LESSON TWO

### Objectives:

- 1) understand the difference between *avowed identity* and *ascribed identity*
- 2) name some historical, and current, terminology used to describe Afro-Argentines and why
- 3) reimagine a term or develop a new one for the Afro-Argentines and the Census (post-lesson activity)

### Step 1:

Utilizing the momentum from the pre-lesson activity draw students to the word/term *identity*. Ask them how they might define it. After several answers you may offer these (see below) or feel free to find a more nuanced definition for your context.

Identity refers to "symbolic creations based on the performance of person roles, how people perceive themselves, and how people want to be perceived by others. Sorts of identities might include persona identities (kind, mean, hardworking, lazy, fan of musicals), relational identities (parent, child, friend, enemy), social identities (customer, employee, supervisor), and demographic identities (biological sex, race, sexual orientation, place of origin, age and socioeconomic status) (Identities, Perceptions, and Communities)."

Avowed identities refer to those aspects of ourselves that we claim (i.e. I am a nice person).

Ascribed identities refer to personal, social or cultural identities that are placed on us by other people (i.e. a person of color).

We learn who we are through our communication with others. It is through communication with family, friends and society that assist us in developing how we see ourselves. We are reminded of how we are perceived or who we are through continued interactions with others.

Using the previous examples of avowed and ascribed identity. Have students list 2-3 different identities that are considered part of their avowed identity and likewise for their ascribed identity.

Ask students to think about how their identities both *avowed* and *ascribed* impact them as they move throughout society.

### Step 2:

Wherever people of the Black diaspora are in the world, their identity is always in question. One's proximity to "Blackness" to Mother Africa will either open or close doors of opportunity. Utilize 2-3 different articles (listed below). Have students work in groups and read selected sections of the article. Have them pay particular attention to the various names used to describe or refer to Africans or people of African descent. Have them answer the following questions:

1. What was going on at the time (i.e. the country, the time period etc.)?
2. What was the impact of the ascribed identity?
3. Do you see any similarities to today?
4. What terms are used today to describe those Argentines of African descent? What impact do these terms have?

# REIMAGINE & REDEFINE

POST LESSON ACTIVITY



**INSTRUCTIONS:** The goal is to create a new term or redefine existing terms that you believe might be acceptable for current Afro-Argentines. Read and answer the questions independently or in a group.

1. Consider the terminology used in the past to describe or refer to Argentines of African descent. Write down a term you found problematic. Why?

2. What were the terms used to refer to Argentines of Afro and Indigenous descent? Consult the 2010 Argentina Census.

3. What do you think about these identity categories? Are they correct? Why or why not?

## REIMAGINE & REDEFINE

What would an acceptable term or category be for people of Afro-Argentine descent on the census? What would that term mean? Or how might you redefine an existing term/category? Why would this be important?



# Lesson Plan

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**OBJECTIVE(S):**

**SUMMARY OF TASKS/ACTION PLAN:**

**MATERIALS/EQUIPMENT**

**REFERENCES**

**HOMEWORK/TASKS**

**FEEDBACK**







## Articles/Websites

[African American Registry](#)

[Afro Argentina or The Importance of Alternative History](#)

[Fighting for Blackness](#)

[Black Lives Matter & Afro Argentinians](#)

[My Resistance is to Live](#)

[Si, Yo Soy Afro](#)

[Social Awakening](#)

[We live with Racism](#)

## Film/Video

[Author Erika Edwards & Black Women in Argentina](#)

[Being Black in Argetina](#)

## Social Media



[@afroargentina](#)

[@afroana\\_](#)

[@afrogalegas](#)

[@comision8n](#)



[Diaspora Africana de la Argentina](#)

[Documentales y Películas Afro Argentina](#)



## Articles/Websites

[Argentina Rediscovered Its African Roots](#)

[Black Population Systematically Erased](#)

[Time to Challenge Argentina's white European self-image...](#)


## Books

Afro-Latinx Digital Connections by Eduard Arriaga and Andres Villar (2021)

## Film/Video

[Afroargentinos \(2005\)](#)

[Argentina/ Afro-Argentines](#)

An aerial photograph of a river delta, likely the Paraná River, showing a large dam structure with construction equipment and scaffolding. The river branches out into a wide, shallow delta with green vegetation on the banks. The image is overlaid with a semi-transparent grey filter.

**"ONE DOOR IS  
SHUT, BUT A  
THOUSAND ARE  
OPEN."**

ARGENTINE PROVERB

